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ABSTRACT

In an effort to improve the reading readiness skills of children entering the first grade, a special class was established in a lower socioeconomic area of a large city. Testing procedures were instituted to select appropriate pupils, and pretest and posttest results were used to evaluate the program. The 19 pupils selected for the class were given readiness training in the areas of auditory discrimination, visual discrimination, language development, concept development, both fine and grossmotor coordination, directionality, and color identification. As a result of this training, eight of the pupils were promoted to the first grade ready to begin reading activities, and eleven were promoted to the second grade as they had not only learned the readiness skills but had also learned the basic first-grade work. None of the pupils were promoted to the first grade during the term for fear that the change would have emotionally affected them and retarded their development. (Author/FL)

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THE DEVELOPMENT AND ESTABLISHMENT OF A READINESS/PRE-FIRST YEAR CLASS

by MARVIN A. GOLDENBERG[1]

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
OF THE NATIONAL Ed.D. PROGRAM FOR
EDUCATIONAL LEADERS,
NOVA UNIVERSITY

INDIVIDUAL PRACTICUM
BUCKS COUNTY CLUSTER II
SUBMITTED: AUGUST 1978

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ALEXANDER ADAIRE SCHOOL
PHILADELPHIA, PENNSYLVANIA

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AUTHOR Goldenberg, Marvin A.

TITLE The Development and Establishment of a Readiness/Pre-First Year Class

DESCRIPTORS Reading Readiness, Readiness, Reading, Reading Instruction, Reading Readiness Tests, Program Evaluation, Beginning Reading, Reading Development, Reading Failure, Reading Research, Reading Ability, Reading Level, Reading Skills, Teacher Developed Materials

ABSTRACT Staff members and the principal of an elementary school in a lower socioeconomic area of a large eastern city recognized the need to increase and improve readiness training for children coming out of kindergarten and coming off the street into first grade. For several years they had noted that those children who had failed to secure the needed readiness skills also failed in most cases to learn to read and that by the time they reached the third grade, they had developed into either nonreaders or very poor readers. After researching the literature of this area, the principal and staff decided that a special Readiness

Class would be established in which those needed readiness skills would be specifically and individually taught. The teacher selected to teach this class came with a thorough grounding in readiness activities and readiness training and a very strong desire to help the children become successful readers and pupils. Testing procedures were instituted to select appropriate pupils with pre and post test results used for evaluation of the program. Initially 23 pupils were selected for the program but because of transfers and illnesses, the final class enrollment was 19. The readiness training given involved the following: auditory discrimination, visual discrimination, language development, concept development, both fine and grossmotor coordination, directionality, and color identification. As a result of this training, eight of the children were promoted to the first grade ready to begin reading activities, and eleven were promoted to the second grade as they had not only learned the readiness skills, but they had also learned the basic first-grade work. None of the pupils were promoted to the first grade during the term (although more than half of them became eligible) for fear that the change would have emotionally affected them and retarded their development.

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CHAPTER I

INTRODUCTION

This practicum was conducted at the Alexander Adaire School in the Kensington section of Philadelphia, known as Fishtown, during the 1977-78 school year. At that time the Adaire School had an enrollment of approximately 600 pupils, 17 classroom teachers, 5 "prep" teachers,* 1 counselor, and 1 administrative assistant. All the Adaire School classrooms were self-contained and homogeneously populated.

The Adaire School is one of 21 elementary schools in District Five of the Philadelphia School System, which also contains two secondary schools for the retarded educable, four junior high schools, one middle school, two senior high schools, one vocational training center for the mentally retarded trainable, and one Neighborhood Education and Counseling Center.

The Fishtown area where the Adaire School is located is a white lower to low-middle socioeconomic area.

*"Prep" teachers are teachers of specialties such as art, music, and physical education who teach their subjects to each class giving that classroom teacher a 45 minute period of relief time each day to prepare lessons.

Although very few parents in this section have attended college, they exhibit a deep interest in education and in securing the best education possible for their children.

Recently, both the faculty and the administration of the Adaire School noted an increase in the incidence of non-readers or poor readers in the primary grades and decided to try to rectify this situation.

In the spring of 1977 when school planning was done for the 1977-78 school year, parents, teachers, supervisors, and the school principal were in agreement that something was needed to prevent reading failure or at least to decrease its incidence. This agreement led directly to the development of the Readiness/Pre-First Year Class in the Adaire School as a means of either preventing or diminishing the large number of nonreaders and poor readers in the primary grades. It was also hoped that the success of this project would eventually lead to the improvement of the reading development of children in the intermediate grades.

CHAPTER II

ESTABLISHING THE NEED FOR A READINESS CLASS

For a number of years it has been the practice at the Adaire School for a rather inordinate number of kindergarten children to be retained in kindergarten for an additional year so that they might better cope with the demands of the first grade. As always the kindergarten teacher would review the readiness skills of this group of children and conclude that because of a dearth of these skills this was a necessary action.

Of course, she would call in the parents and explain the situation. And usually she was able to convince them of the necessity of taking this step. However, as the years have gone by this practice of repeating kindergarten for those children has not appeared to have been as successful or as profitable as was supposed, as nonreaders and poor readers have proliferated in later grades.

In a series of conferences held during the 1976-77 school year involving the principal, the kindergarten teacher, the Reading teacher, and a first-grade teacher concerning this problem, it was decided that an attempt would be made to establish a Readiness/Pre-First Year Class

where those children who ordinarily would have repeated kindergarten could be transferred to improve their skills. It was thought initially that some of the children might learn these skills rather quickly and be transferred to a regular first-grade classroom, that others might possibly spend the entire year in this class and learn enough skills to be promoted to a second-grade class, and that still others might simply have to finish the year in this class and then begin first grade anew the following year.

It should also be noted that each year that children have been retained in the kindergarten class, the overall program has been adversely affected. The kindergarten teacher found herself attempting to cope with too many diverse problems, particularly behavior problems caused by disinterest, boredom, lack of skills, etc. Some of these problems would emerge because of the fact that many of these children demanded more time and attention than she could possibly give them.

Each year the number of children affected has been approximately one-third of the kindergarten population, which is usually 60 pupils. The size of this proposed class would then be about 20 children.

Screening for a Lack of Readiness Skills

After some deliberation by the principal and staff members, it was decided that all the kindergarten children would be administered the Santa Clara Inventory of Development Tasks to determine objectively which of the present pupils would be candidates for the Readiness Class. With the help of volunteer aides and district personnel, 58 children were given this Inventory. The results are tabulated in tables 1, 2, and 3.

Motor Coordination--the first column--involved the use of hands and arms, such as throwing and catching with age-appropriate ability, copying pantomime motions accurately, touching parts of the body on command. Visual Motor Performance--in column two--deals with tying shoes and cutting with a scissors. Visual Perception--in column three--concerns matching numbers and letters. Visual Memory--in column four--uses the recall of two items in sequence and the reproduction of a simple design from memory. Auditory Perception--in column five--has children discriminating between common sounds and matching beginning sounds. Auditory Memory--in column six--has each child repeating a tapping sequence. Language Development--in column seven--has children relating words and pictures. And--in the last column--Conceptual Development has the children identifying first, last, top, middle, bottom, and telling how two items are alike.

The + indicates mastery of the task within the skill area, the ✓ indicates partial or almost satisfactory

TABLE 1

SANTA CLARA INVENTORY OF DEVELOPMENTAL TASKS
THE ALEXANDER ADAIRE SCHOOL
KINDERGARTEN PERFORMANCE
SPRING 1977 (Baldt--Kane)

Name, B'date	Motor Coord.	Vis. Mot. Per.	Vis. Per.	Vis. Mem.	Aud. Per.	Aud. Mem.	Lang. Dev.	Con. Dev.	Com-ments
L. B., 6-4-71	✓+	++	++	+✓	+✓	+-	++	+	+
J. C., 5-20-71	++	++	++	++	++	++	++	+	++
P. C., 8-11-71	+✓	✓✓	++	+✓	+-	++	++	✓	+
K. C. (Keith) 12-1-71	++	+++	+✓	++	✓-	++	++	-	++
E. C. (Edward) 1-5-72	-+	+-	+-	+-	--	✓-	✓+	-	re-test
L. C. (Lisa) 9-12-72	✓+	+++	++	+-	++	++	++	✓	+
L. C. (Linda) 5-18-71	+✓	++	++	++	+-	++	++	✓	+
J. F., 5-5-71	++	+++	++	+✓	✓-	+-	++	-	re-test
L. F., 7-31-71	++	++	++	+✓	--	++	++	✓	+
D. F., 7-27-71	++	+++	+++	++	++	+✓	++	+	++
T. G., 3-15-71	+-	+++	++	+✓	+-	++	++	✓	+

TABLE 1--Continued

Name, B'Date	Motor Coord.	Vis. Mot. Per.	Vis. Per.	Vis. Mem.	Aud. Per.	Aud. Mem.	Lang. Dev.	Con. Dev.	Com-ments
V. G., 3-18-71	✓+	+++	+++	++	+-	++	++	+	++
E. H., 4-10-71	++	+✓	+++	+✓	+-	+✓	++	✓	✓
J. H., 5-19-72	++	+✓	++	++	+-	++	++	✓	++
A. H.(Alex)10-23-71	+✓	✓-	++	+✓	✓-	++	++	+	✓
V. J., 2-13-71	--	--	+✓	+✓	+✓	++	++	+	test higher
T. J., 5-15-71	✓+	+++	+++	++	✓-	++	++	+	++
A. J., 1-17-72	✓✓	+✓	✓✓	✓✓	++	++	++	+	++
G. K., 4-9-71	++	+++	++	++	++	++	++	+	++

NOTE: In some skill areas three tasks were requested instead of two--an additional one from the preceding age level.

CODE: + = does task most of the time
✓ = does task some of the time
- = almost never does task

TABLE 2

SANTA CLARA INVENTORY OF DEVELOPMENTAL TASKS
THE ALEXANDER ADAIRE SCHOOL
KINDERGARTEN PERFORMANCE
SPRING 1977 (Kauffman--Moore)

Name, B'Date	Motor Coord.	Vis. Mot. Per.	Vis. Per.	Vis. Mem.	Aud. Per.	Aud. Mem.	Lang. Dev.	Con. Dev.	Com-ments
L. K., 9-16-71	✓+	+✓	++	+✓	+-	++	++	-	+
K. K., 6-22-71	++	+++	++	++	++	++	++	+	++
J. K., 7-16-71	-✓	+++	++	++	++	++	++	+	++
D. K., 7-29-71	✓	+-	+✓	+-	✓-	+✓	++	-	✓?
R. L., 7-11-71	--	✓✓	++	✓✓	++	++	++	+	+
D. L. (David) 11-11-70	✓-								re-test
D. L. (Dawn) 12-15-70	--	--	--	--	--	--	--	--	test higher
S. M., 11-27-71	✓-	+++	+✓	+-	+-	++	++	-	✓
M. M., 7-17-71	++	+++	+✓	✓-	+-	+✓	++	✓	✓
C. M., 9-23-71	+-	+++	+++	+-	+✓	++	++	+	+
C. M. (Chris) 4-16-71	-✓	++	++	+-	✓-	+-	✓+	-	✓

TABLE 2--Continued

Name, B'date	Motor Coord.	Vis. Mot. Per.	Vis. Per.	Vis. Mem.	Aud. Per.	Aud. Mem.	Lang. Dev.	Con. Dev.	Com-ments
H. M., 4-16-71	✓+	+✓	++	++	✓-	++	++	-	+
G. M., 11-12-71	✓✓	+-	++	✓-	+-	+✓	++	✓	+?
M. M., 5-5-71	++	+-	++	+-	--	+✓	++	-	✓
D. M., 3-26-71	++	+++	++	++	++	++	++	+	++
C. M., 5-26-71	++	+++	+++	+✓	++	++	++	+	++
E. M., 3-4-71	+✓	+++	+++	+✓	++	++	++	✓	++
S. M., 11-7-71	++	+++	++	++	+✓	++	++	✓	++
E. M., 8-2-71	++	+✓	++	✓-	--	+-	++	+	✓re-test

NOTE: In some skill areas three tasks were requested instead of two--an additional one from the preceding age level.

CODE: + = does task most of the time
✓ = does task some of the time
- = almost never does task

TABLE 3

SANTA CLARA INVENTORY OF DEVELOPMENTAL TASKS
THE ALEXANDER ADAIRE SCHOOL
KINDERGARTEN PERFORMANCE
SPRING 1977 (Morales--Westfield)

Name, B'date	Motor Coord.	Vis. Mot. Per.	Vis. Per.	Vis. Mem.	Aud. Per.	Aud. Mem.	Lang. Dev.	Con. Dev.	Com-ments
M. M.(Maria) 6-19-71	✓✓	✓-	+✓	✓-	--	+✓	++	-	-
K. M., 1-29-72	++	+++	++	+✓	+-	++	++	+	++
D. M., 3-6-71	++	+✓	++	+-	+-	++	++	+	+
J. O., 4-8-71	++	++	+++	+✓	+-	++	++	✓	++
D. O.(David) 8-22-71	+✓	+-	-✓	+✓	+-	+✓	++	-	✓-
R. P., 6-3-71	++	++	++	+✓	++	++	++	+	++
T. P., 6-20-71	++	++	+++	+-	+-	+✓	++	-	+re-test
D. P., 9-15-71	++	+++	+++	++	++	++	++	+	++
N. P.(Nina) 5-15-71	✓+	++	++	++	+-	++	++	✓	+
N. P., 9-27-71	++	+++	+++	++	+-	+-	++	✓	+
K. P., 11-9-71	+-	++	++	--	++	++	✓+	✓	+re-test

TABLE 3--Continued

Name, B'date	Motor. Coord.	Vis. Mot. Per.	Vis. Per.	Vis. Mem.	Aud. Per.	Aud. Mem.	Lang. Dev.	Con. Dev.	Com-ments
E. Q.(Eridan) 7-2-71	+-	+✓	+✓	--	+-	+✓	++	✓	✓
L. R., 10-28-71	+-	++	++	+-	+-	✓+	++	+	+
M. R., 5-20-71	++	+++	+++	++	++	++	++	+	++
J. S., 10-28-71	--	+++	++	+-	+-	++	++	+	re-test
K. S.(Katherine) 4-5-71	+✓	+✓	++	-✓	✓-	+-	++	+	re-test
K. S., 5-12-71	++	+✓	++	+✓	+-	++	++	+	+
M. S., 2-10-71	-+	++	++	+✓	+-	+-	+-	-	✓re-test
A. T.(Arthur) 12-18-71	--	+-	++	+-	--	+✓	++	✓	✓re-test
C. W., 11-26-71	✓+	++	++	+-	+-	+✓	++	-	+

NOTE: In some skill areas three tasks were requested instead of two--an additional one from the preceding age level.

CODE: + = does task most of the time
✓ = does task some of the time
- = almost never does task

completion of the task, and the - indicates a failure to master the task. Comments in the final column give a general assessment for formal first-grade readiness. In cases of irregular scores or some inequality between the child's scores and his chronological age either "re-test" or "?" appears under Comments.

Before the end of the term, the kindergarten teacher, the future Readiness Class teacher, and the principal reviewed the results of the Santa Clara and discussed the children whom they considered good candidates for this class--children who showed a need for readiness skills.

Selections Made From the Santa Clara Inventory

One of the important considerations in selecting pupils for this class had to be the kind of reading program which the local district had adopted for its schools. Since practically every class was using the Lippincott Program, a reading program that emphasized auditory skills, the development of these skills was of paramount importance. In practically every child chosen for the class there was a failure in some auditory skill. A summation chart (table 4) of the Santa Clara Inventory for the pupils selected for the Readiness Class is given on the following page. It was developed by the kindergarten teacher, the kindergarten supervisor, the Readiness Class teacher, and the principal. Where at least one of

TABLE 4

SUMMATION CHART FOR SELECTED PUPILS BASED ON SANTA CLARA INVENTORY OF DEVELOPMENTAL TASKS

Name	Motor Coord.	Vis. Mot. Per.	Vis. Per.	Vis. Mem.	Aud. Per.	Aud. Mem.	Lang. Dev.	Con. Dev.	Comments
L. F.	+	+	+	✓	-	+	+	✓	Good candidate
E. C. (Edward)	-	-	-	-	-	-	✓	-	Good candidate
D. K.	✓	-	✓	-	-	✓	+	-	Good candidate
E. M.	+	✓	+	-	-	-	+	+	Good candidate
A. T. (Arthur)	-	-	+	-	-	✓	+	✓	Good candidate
M. M.	+	-	+	-	-	✓	+	-	Good candidate
D. O. (David)	✓	-	-	✓	-	✓	+	-	Good candidate
J. F.	+	+	+	✓	-	-	+	-	Good candidate
C. M. (Chris)	-	+	+	-	-	-	✓	-	Good candidate
M. M. (Maria)	✓	-	✓	-	-	✓	+	-	Good candidate
T. P.	+	+	+	-	-	✓	+	-	Good candidate
M. S.	-	+	+	✓	-	-	-	-	Good candidate

TABLE 4--Continued

Name	Motor Coord.	Vis. Mot. Per.	Vis. Per.	Vis. Mem.	Aud. Per.	Aud. Mem.	Lang. Dev.	Con. Dev.	Com-ments
K. C. (Keith)	+	+	+	+	-	+	+	-	Good candidate
D. L.	-								Good candidate
A. H. (Alex)	✓	-	+	✓	-	+	+	+	Good candidate
D. F.	+	+	+	+	+	✓	+	+	Good candidate
T. J.	✓	+	+	+	-	+	+	+	Good candidate
D. M.	+	+	+	+	+	+	+	+	Emotional problem
D. L. (Dawn)	-	-	-	-	-	-	-	-	Good candidate

CODE: + = mastery of skill (two tasks)
✓ = partial completion of skill (one task)
- = failure to master skill (two tasks)

the eight skills was not mastered, they generally viewed the child as a good candidate for the Readiness Class. In each case some re-testing was done using the Santa Clara to verify the child's candidacy for the Readiness Class.

Practically every child has shown by his or her performance as illustrated in this Summation Chart for Selected Pupils that he or she is capable of mastering the necessary readiness skills. Each of them had mastered at least one skill with the exception of David L., Dawn, and Edward who were considered candidates by both the kindergarten and the future Readiness teachers on the basis of potential. David L, unfortunately, transferred to another school before the opening of school.

Using an Additional Screening Test in September

Since it was not certain how many of the selected pupils would remain at the Adaire School in September--many parents were not sure whether they would send their children to parochial school or whether they would be moving out of the community--it was decided that early in the term the Metropolitan Readiness Tests Level II would be given to all pupils whose interviews and informal tests, conducted by the Reading teacher, showed they were good candidates for this program. The Metropolitan Readiness Tests were selected because these tests are less difficult to administer and are not as time consuming as the Santa Clara Inventory of

Developmental Tasks. And since the term would have already begun, this was an important consideration.

Thus, the Metropolitan Readiness Tests would be given to all the children in the Readiness Class at the beginning of the year and serve as both the pre test and the post test for the practicum as it would again be given at the end of January.

Given in the fall of 1977, the Metropolitan Readiness Tests showed that the following pupils had not developed the necessary readiness skills listed:

Keith--scored low in the auditory and visual areas and on the overall prereading skills composite

Edward--scored low on all areas

George--scored low in all except language and quantitative areas

Tony--scored low in all areas

Billy G.--scored low on visual area and on the prereading skills composite

Alex--scored low in the visual area

Billy H.--scored low in the visual area, language area, the prereading skills composite, and the quantitative area

Jimmy H.--scored low on visual area, auditory area, prereading skills composite, and the quantitative areas

Toby--scored low in language and quantitative areas

Bobby M.--scored low in all areas except language

David O.--scored low in auditory area, visual area, and prereading skills composite

Charles--scored low in auditory area, visual area, and prereading skills composite

Eridan--scored low in language and quantitative areas

James S.--scored low in auditory and quantitative areas

Arthur--scored low on all areas except auditory area

Jennifer--scored low on all areas except language

Martha--scored low in auditory area and prereading skills composite

Dawn--scored average in all areas

Chris--scored low in all areas except language

Maria--scored low in all areas

Not Tested:

Michael K.--didn't take test, but was screened by Reading teacher and found in need of readiness skills

Katherine--didn't take test, but was screened by the Reading teacher and found in need of readiness skills

Michael M.--didn't take test but demonstrated to Reading teacher need for readiness skills

Other Specific Needs

Through informal conferences with each pupil, the Readiness teacher was able to elicit several immediate needs for each child which were made part of that child's progress chart. Each child needed to know his birthdate, phone number, simple coins (penny to a quarter), and simple shapes (circle, square, triangle, rectangle, and oval) not only for social reasons but as a relevant means of improving visual discrimination, visual perception, visual memory, and quantitative operations abilities. A beginning knowledge of some letters and sounds of the alphabet was also needed by members of the class in order to improve auditory discrimination, auditory memory, and auditory perception and to precede beginning reading. The need was evident for many children in the class to know at least the numbers from one to ten, which would start them on their way to knowing the worth of coins and to be able to begin to count pages and thus to become involved in the processes of counting and beginning reading.

The Readiness children also had the need to recognize colors as part of their overall class work and for drawing and coloring, and as a consequence improve their visual perception. It is through visual perception

that the child's worth begins to take shape, form, color, and substance.

And, finally, a specific need was uncovered that related to only four specific children (Edward C., Arthur, Bobby M., and Katherine) who, it was discovered, lacked small muscle and large muscle coordination. Both of these abilities are considered by some experts as very important in the process of learning to read.

CHAPTER III

OBJECTIVES OF THE PRACTICUM

The Readiness/Pre-First Year Class established in the Alexander Adaire Elementary School, grades kindergarten to six, is essentially an addition to the school organization designed to serve as a transition from kindergarten (or the home) to first grade for those children who appear unable to cope with formal school work and prereading or readiness skills at the first-grade level.

The kindergarten teacher, the future Readiness Class teacher, the Reading teacher, the Early Childhood Program supervisor, the District Reading Project Manager, and the school administrator at an early spring meeting in 1977 recognized the fact that an inordinate number of children were entering the first grade at the Adaire School without the necessary skills for success in reading and in an attempt to rectify this situation the principal with the acquiescence of the future Readiness teacher developed the following objectives:

Objective 1. Seventy percent of the Readiness Class pupils who scored low on the Level II Metropolitan Readiness

Tests in September 1977 will score average or above on the same tests in January of 1978.

Objective 2. The Readiness Class will become a component part of the Adaire School organization each year.

In the process of obtaining or improving every possible readiness skill needed for success in reading, several interim or process objectives were established:

Objective 3. At least 50 percent of the Readiness Class will be able to demonstrate a knowledge of 10 or more letters of the alphabet, a knowledge of their birth-dates, and a knowledge of their phone numbers by the end of the practicum.

Objective 4. At least 25 percent of the Readiness Class will be able to recognize and know the value of simple coins--a penny to a quarter--by the end of the practicum.

Objective 5. Fifty percent of the Readiness Class will be able to recognize nine colors (blue, red, yellow, brown, black, white, purple, green, and orange) and numbers.

Objective 6. Twenty percent of the Readiness Class will be able to recognize the following shapes by the end of the practicum: circles, squares, triangles, rectangles,

and ovals by the end of the practicum.

Objective 7. The small muscle and large muscle coordination of four pupils--Edward C., Arthur T., Bobby M., and Kimberly will show improvement through the daily use of ring tossing, balance beam walking, the use of bead stringing, tracing, pick-up sticks, ball throwing, paper and pencil activities, and catching and bouncing balls by the end of the practicum.

CHAPTER IV

RESEARCH TO DEVELOP STRATEGY

Rationale for Readiness

Since the primary concern of this practicum is readiness and the worth and value of incorporating readiness training into the curriculum of those children who demonstrate an inability to cope with the elements of beginning reading, it would appear both sensible and logical to come to an understanding of exactly what is meant by the concept of readiness.

A perceptive definition has been offered by Ausubel (1) who defines readiness as "the adequacy of existing capacity in relation to the demands of a given learning task" (p. 245).

If, on the basis of this definition, reading is the given learning task, then those who are having difficulty in learning this task have not developed the necessary skills.

There is a great diversity of theories and arguments concerning the use of readiness training. These suppositions

range all the way from the argument that readiness is a vague, indeterminate area which results in nothing more than wasted effort to the theoretical approach that readiness is an indispensable series of basic skills (considered by some educators to be sequential) without which reading would be next to impossible.

At one extreme end of this spectrum of philosophies relating to readiness is the "Do Nothing" school. The educators in this school tell us that readiness is nothing more than maturation and that the maturation process will eventually enable the first grader to take care of his needs. And if, perchance, this process does not run its true course for some children during the first grade, it will be necessary for them to repeat the first grade giving them additional time to mature to the necessary reading level.

Not too far from the "Do Nothing" school is the philosophy promulgated by Glenn McCracken (2) who espouses the belief that readiness is unnecessary and is, in fact, "wasted effort." McCracken, however, advocates a 45 minute session in reading a few frames of a filmstrip that parallels a basal reader followed by an afternoon session with the class working with basal reader materials and workbooks. In addition McCracken makes no allowances for grouping or individualizing instruction. Needless to say, this philosophy of instruction is not very prevalent today.

Another school of thought concerning readiness is the one that advocates a readiness program designed about a readiness workbook which is usually purchased for all the children in the class or is part of a regular basal series and is thought to contain all the necessary exercises and activities for beginning reading. Upon the completion of the workbook, it is believed that all of the children are then ready for reading with the exception of the immature.

Allen et al.(3),in attempting to determine the relationship between readiness and first-grade reading achievement by analyzing the exercises and activities contained in a number of readiness workbooks,discovered correlations between types of readiness and reading achievement. Research by Hillerich (4) showed that readiness training using workbooks was effective. After studying a population of 363 children from kindergarten through sixth grade, he discovered that pupils who use workbooks gained much more in using oral context and letter-sound association than those without workbooks, that a similar trend was found in the prereading inventory and that children who used the workbooks scored significantly higher on the Primary Reading Profiles test. However, a study by Ploghoft (5) found no difference in the workbook training of kindergarten children over a

period of nine weeks as compared to those kindergarten children who did not receive workbook training.

At the present time there is some question concerning the validity of some of the exercises found in readiness workbooks. It may well be that experiences and activities planned by the teacher to meet individual needs could be more significant than the exercises found in readiness workbooks. Nevertheless, there is no gainsaying the fact that many readiness workbook activities have proved their worth to those children needing this kind of training.

Spache and Spache (6) espouse the philosophy that attributes important educational values to readiness as a separate training program fitted to the readiness needs of individual pupils in which teacher judgment plays a significant role.

Bradley (7) in a two year experimental study described using two groups--one with readiness training and one without. By the end of the second year the readiness group had caught up to the control group in reading achievement. During the third year, the readiness group showed equal or better progress than the control group. In such skills as work-study, language abilities, and arithmetic the readiness group exceeded the controls.

Even more imposing results were obtained by Sister Mary Nila's experiments (8). In two separate

studies with experimental and control groups, the experimental groups which had received readiness training prior to formal instruction showed greater readiness achievement at the end of the first grade.

George Spache et al (9) gave a dramatic demonstration of the values of an extended intensified readiness program in a recent longitudinal study. Thirty-two first-grade classes in which the usual basal reading program was employed served as controls. In an equal number of classes readiness training was given in visual discrimination, auditory discrimination, and auditory vocabulary. Readiness tests were administered to determine children's needs and specific training was offered each child for periods of two, four, or six months. Children who performed in the upper quartile of scores on all tests were introduced to basal reading. Results of the readiness training showed:

1. A significant growth in visual discrimination during four months of readiness training and a greater growth after two months than that present among the control groups after six months in the basal program

2. Growth in auditory discrimination was significant but similar in both experimental and control groups; however, among older Negro boys the experimental training was more effective

3. Growth in auditory vocabulary was more significant in the experimental classes among the white pupils

4. There were no significant differences in the overall reading achievement of the control and experimental classes even though the experimental classes had experienced two six-month periods when they were not given regular reading instruction

5. Reading achievement was greatest among the white pupils in the control classes, but substantial gains were made by Negro children, particularly those of lower mental ability,in the experimental classes

Orme (10) reviewed the value of systematic instruction in reading readiness in a study done on first-grade children and arrived at results that emphasized the importance of such training in the first grade for the development of reading achievement.

DeBoer and Dallman (11), substantiate the need for reading readiness by recommending a prereading period to be used to guide the child in such a way that he will be well-prepared for beginning reading. More specifically, the objectives of that prereading program were as follows:

1. To determine when a child is ready to learn to read and if he is not ready to find out how he can best be helped

2. To assist the child in becoming adjusted to life in school

3. To broaden the child's background of experience

4. To help the child gain greater emotional and social maturity

5. To help increase his speaking and understanding vocabulary

6. To provide an environment in which the child will have an opportunity to develop the skills essential to beginning reading

7. To increase the child's interest in reading and to make him aware of the functions of reading

DeBoer and Dallman summarize their research into readiness with these observations:

1. Experimental evidence plus classroom experience indicate that a well-organized reading readiness program is beneficial for most if not all first-grade entrants

2. Only some of the children who begin first-grade work are ready to start reading

3. Reading readiness depends upon a variety of factors which are interrelated

4. The higher the child's mental age when he begins to read, the more favorable is the outlook for satisfactory progress in reading

5. Satisfactory general health is a prerequisite

6. The child's range of experience and his language facility are essential for reading readiness

7. A good personal and social development must be made if satisfactory adjustment to the learning situation is to be accomplished

8. In general, a child is ready to read when he has
   a. Attained an adequate level of mental maturity
   b. Possesses a sufficient background of experience about which he can talk easily
   c. Is considered satisfactorily adjusted personally and socially

Sullivan and Humphrey (12) diagnose reading readiness skills as a complex of basic skills including 1) language development in which the child learns to transform his experiences with his environment into language symbols through listening, oral language facility, and a meaningful vocabulary, 2) the skills relating to the mechanics of reading such as left-to-right orientation, auditory and visual discrimination, and recognition of letter names and sounds, and 3) the cognitive processes of comparing, classifying, ordering, interpreting, summarizing, and imagining.

Sullivan and Humphrey also present the following outline to identify some concepts learned through direct body movement:

1. Body image (body parts, relating body parts and the body to the environment, movement with body parts, usage of body parts)

2. Space and direction (children point, move to objects)

3. Balance

4. Basic body movements

5. Eye-hand coordination (ball bouncing, batting balloons, bean bag or ring toss, hammering nails)

6. Eye-foot coordination (propelling ball with feet, following foot tracks)

7. Form perception

8. Rhythm

9. Large muscle activity

10. Fine muscle activity

The above skills are seen as essential to the establishment of a sound foundation for the beginning-to-read or readiness experiences of children by Sullivan and Humphrey, and they recommend the following games in the development and assessment of readiness skills:*

1. Under language development to develop the concept of classification: The Pet Store, to develop the concept of vocabulary meaning-action words; What to Play, to develop vocabulary meaning left and right; Changing Seats

*Each of these games is described in appendix A.

2. Under auditory discrimination to develop the concept of the beginning sounds of words: Man from Mars

3. Under visual discrimination to develop the concept of visual discrimination: Match Cats, Mother May I, and Match Cards

4. Under letter recognition to develop the concept of recognizing the letters of the alphabet: Letter Spot and Call and Catch

Robert Karlin (13) makes some very pointed suggestions for developing auditory and visual discrimination skills. He recommends that children as part of their readiness training should be given exercises that assist them in recognizing words that rhyme, words that have the same beginning sounds, and words that end in the same way to develop auditory discrimination. For visual discrimination he advocates exercises that distinguish letters, then words, and finally phrases. He also recommends that these exercises be done in their order of difficulty and that the children gain an adequate mastery of these skills.

Karlin also recommends combining auditory and visual discrimination activities. After children are able to hear and see likenesses and similarities in letters and words, letters and words might be presented visually while the teacher reads them aloud. In that way, he believes, children may begin to associate sound and symbol and to

recognize the association when new words are presented. And Karlin proposes that other auditory-visual readiness activities, such as relating capital and lower-case forms of letters, relating sounds to letters, listening for letter names in words, listening to comprehend, and listening to predict outcomes, can be provided through appropriate workbook or teacher-made materials. In the area of oral language Karlin states that it is wise to encourage children to use and respond to spoken language and suggests developing oral language through such activities as the following:

1. Conversation: greeting and speaking to one another, telling about one's activities, speaking on the telephone, listening to recorded conversations, experimenting with and playing games with words

2. Discussion and reporting: raising and answering questions, speaking on a topic, describing an event or a personal experience, making announcements

3. Storytelling: telling familiar stories, creating original stories, changing and predicting story endings, creating stories cooperatively

4. Dramatics: acting out known stories and nursery rhymes, re-creating familiar experiences, imitating other children, using puppets

It seemed apparent from the studies and practitioners in the field of reading readiness that readiness activities represent responses to definite needs for many pupils entering the first grade. On this basis the teacher of the Pre-First Year/Readiness Class accepted the challenge of developing her class and structuring it around the suggestions made by the various experts quoted and buttressing these suggestions with her own ideas and philosophies.

Hence, the rationale for teaching prereading or readiness skills such as auditory discrimination, visual discrimination, auditory vocabulary, oral language facility, training in perception and naming of colors, motor learning, book handling, left-to-right sequencing, etc., was developed from the demonstrated effectiveness of these skills in classroom use and the various experiments and experts cited.

Rationale for Developing a Special Readiness Class

There are several ways in which readiness activities could be initiated: all readiness activities could be started in the kindergarten, the same activities could be incorporated into the regular first-grade curriculum, or a special class could be created to handle readiness activities.

Meyers et al.(14) in their Kindergarten Teacher's Handbook advocate assessing children and individualizing instruction for them at the outset of the kindergarten experience. In the process of assessing each child, the teacher evaluates the child's functioning in visual motor integration, visual memory, fine motor and manipulative skill, language, body concept, gross motor control, and auditory discrimination. The writers (Meyers et al.), recommend exercises that develop these skills. They also recommend the development of logical thinking processes to provide the teacher with a continual assessment of each child's progress in the concepts of one-to-one correspondence, classification, seriation, sequencing, and identity and equality. In the long run what the writers are attempting to accomplish in the kindergarten is a program of readiness or prereading skills.

Joseph Stanchfield (15) also favors the development of readiness skills in the kindergarten. His experimental kindergarten program features the teaching of these particular skills: listening for comprehension of content, listening for auditory discrimination, visual discrimination skills, oral language skills, motor-perceptual skills, and sound-symbolic correspondence skills.

Tinker and McCullough (16) state that experimental evidence plus classroom experience indicate that a

well-organized reading readiness program is beneficial for most if not all first-grade entrants. They apparently perceive readiness programs as part of the regular curriculum in the first-grade classroom and do not address themselves to the possibility of providing a special classroom for children experiencing readiness problems in the first grade. But they do suggest that during the first week or two in the first grade the teacher should size up the degree of each child's readiness for reading and note the needs of particular children for additional readiness training. They make the assertion that by then a few pupils may already be reading, some will be ready to start reading, and others will need additional readiness activities. In essence, they are advocating the division of children in the regular first-grade classroom into groups in order to cope with those categories of pupils previously mentioned--pupils reading, pupils ready to read, and pupils needing more readiness.

Almost every writer referring to readiness problems automatically accepts the development of readiness programs taking place in either the kindergarten or the first-grade classroom. The idea inherent in this philosophy is that if readiness skills are not learned in kindergarten, they can be learned in the regular first-grade classroom; that is, if the teacher will take the time and effort necessary

to group her children according to their abilities and then develop a readiness program with those children who demonstrate a need for such a program.

But the lack of readiness skills may be one of the most important causes of reading failure, and for that reason it is really too critical a factor to permit the teaching of these skills by a teacher lacking in the required training who is occupied (in the process of doing classroom group work) with at least two other programs at the same time.

There is then desperate need for placing the children in need of readiness skills in a different classroom with a special teacher trained to teach these particular skills. The Readiness/Pre-First Year Class described in this practicum is just such a class.

De Hirsch et al. (17) state that the teacher of this kind of class--which they refer to as a transition class--would need to have special qualifications since, in addition to requiring structure and careful organization, some children lacking readiness skills need a greater than usual degree of tolerance and empathy. De Hirsch et al. believe that the prolonged and intensive prereading training in a transition (readiness) class would, finally, provide an opportunity to translate into educational practice the insights gained from a careful scrutiny of the

child's weaknesses and strengths--and, furthermore, this class would permit the exploration of each child's assets and deficits in the auditory and visual areas and instruction would be geared differentially to children with perceptual difficulties--to those with gaps in visual and auditory perception.

George Spache et al.(9) state that an intensified and extended reading readiness program has beneficial effects on reading achievement, in spite of the delay in introducing formal reading.

Thus, because of these studies and concomitant statements extolling the benefits to be derived from including not only a readiness program in the curriculum but a Readiness Class in the school organization, and the great need of many children entering first grade for readiness activities, it was decided that a Readiness Class would be established in the Adaire School organization for the 1977-78 school year.

It should also be noted that in one of the more comprehensive investigations on beginning reading made in recent times, Durrel (18) stated that clinical services had indicated that reading failures at first-grade level were usually overcome when the following abilities were established through effective teaching: knowledge of letter names, ability to identify sounds in spoken works,

and knowledge of applied phonics. Almost all reading readiness programs seek to incorporate these skills, and the program described in this practicum is no exception. The Readiness/Pre-First Year Class included within its program each of those essential readiness skills.

The Readiness/Pre-First Year Class can be traced directly to De Hirsch et al.(17) who suggest that schools institute small "transition classes" between kindergarten and first grade for children who, regardless of age, are not "ready."

De Hirsch et al. give substance to the argument in favor of creating a special class for handling readiness for those children who exhibit a need for developing readiness skills. They argue that repeating kindergarten would give these children an additional year for maturation, but it would not provide the intensive and specific training these children need. Entrance into first grade, they state, would not solve the problem because the pace of learning would be too fast for them. A Readiness Class or a "transition class" would present a better alternative for these children as it would carry them through a program at a slower rate where each individual step would be carefully planned. The Readiness/Pre-First Year Class is essentially the "transition class" recommended by De Hirsch et al.in actual operation, taught by a teacher

steeped in the philosophy basic to readiness activities and academically and intellectually able to teach, test, prescribe, evaluate, and record those readiness activities designed to facilitate the learning to read of the selected pupils.

CHAPTER V

IMPLEMENTATION

There were three major steps necessary to the implementation of this practicum in the Adaire School: preparation, operation, and supervision. A review of each of these steps will show how the program was installed into the school organization.

Preparation

Preliminary Meetings

Initial discussions relating to establishing a program designed to meet the needs of kindergarten children going to the first grade and new (off-the-street) first graders failing to demonstrate the necessary skills for beginning reading at the first-grade level were held in February of 1977 at the Adaire Elementary School and involved the kindergarten teacher, a first-grade teacher, and the principal. At the outset both the kindergarten teacher and the first-grade teacher--who had been an early childhood supervisor--had suggested that a special class be formed to cope with these children. They had examined various suggested solutions to this problem--a

special program in kindergarten, division of the first-grade class into groups with one of the groups composed of children needing readiness, and a special Readiness Class. Both the teachers and the principal were in accord in opting for the special Readiness Class. The first-grade teacher submitted a proposal to the principal for the establishment of that class in the school organization (see appendix B).

The faculty was made aware of plans being formulated for a special Readiness Class by the principal at faculty meetings in the spring of 1977. And in discussing the organization for the school for the 1977-78 school year, the principal informed the staff that Mrs. L. Noll, the first-grade teacher with readiness experience, would probably be selected to teach that class in the fall.

In March of 1977 the future readiness and kindergarten teachers met on several occasions informally to discuss the present kindergarten class members and, in particular, those children who were potential candidates for the Readiness Class. During this period of time the principal met with the Reading teachers (the Adaire organization was fortunate in having two Reading teachers) and suggested that they find time to meet with the kindergarten teacher and the future Readiness Class teacher to offer their services in the future program. Since neither one had any

substantial experience with teaching readiness activities, their roles were strictly supportive; that is, they would help with materials, testing, or assisting in the classroom.

Late in March the principal met with the future Readiness teacher and kindergarten teacher to discuss the roles that the kindergarten supervisor and the district Reading Project Manager might play in this project. The two supervisors were invited to a meeting in April to discuss the Readiness Class and how they might help. They met with the Adaire personnel and enunciated some of the things they thought they might be able to do, but requested at least two weeks time to thoroughly consider what they could contribute to the program. Early in May the kindergarten supervisor responded to suggest that she and the Reading Project Manager would help with the screening; that is, with the Santa Clara Tests, and also that she would work with the kindergarten teacher in doing an analysis of the kindergarten pupils, suggesting specific assignments in September based upon that analysis. In addition she suggested that any child suspected of having a learning disability be tested and the school (Cornman) dealing with those problems be contacted. Twelve children were tested by the Learning Disabilities Itinerant teacher and all but one who was recommended later were recommended

for the Readiness or Transitional Class (see appendix C).

The principal also met with the District Superintendent in April to discuss the Readiness Class and secure his commitment for any special needs of the program that he might be able to satisfy. He was only able to promise spiritual and some small material support as district funds were at an all time low. He could not provide assurance that the class would operate in September, but he promised to work diligently toward that end with central administration. Plans went ahead on the basis of that promise.

In May the Santa Clara Test was given to the kindergarten and the scores were screened in order to prepare a Readiness Class List. A "prep" schedule that would fit into the Readiness teacher's program was also developed at this time. The "prep" schedule is based on the release of the Readiness teacher for one period a day (45 minutes) when the children received physical education, art, music, language arts, and science from a teacher specialist. The Readiness teacher had requested that her prep periods be scheduled only at special times during each day to coincide with her teaching schedule. At this meeting the use of a class aide was also discussed and the Readiness teacher reported that a parent had volunteered to serve in that capacity for the 1978-79 school year.

A final preparatory meeting of the Readiness teacher, the kindergarten teacher, and the principal was held in June. A staggered admissions schedule for the entrance of pupils in September was discussed as well as monthly parent workshops. At this time the Metropolitan Readiness Tests and duplicating paper were ordered.

The budget for the following term was completed and appeared as follows:

READINESS CLASS BUDGET

Books and duplicating paper	$ 300
Aide (volunteer parent)--estimated if no volunteer	$ 7,000
Teacher (School Board covered)--estimated	$18,000
Special materials (tests, kits, etc.) . . .	$ 300
Prescriptive materials cabinet	$ 200
	$25,800

Teacher Selection

The teacher selected for the Readiness Class was a first-grade teacher who had been operating a variation of a Readiness Class for several years. She had been content to take the more difficult children from kindergarten and the more difficult off-the-street first graders who were children without any kindergarten or readiness training.

It must be stressed that this teacher had a strong background of early childhood development training and a great love for children who exhibit a need for psychological as well as academic assistance.

In addition a Readiness teacher must have had training in the following areas (which our Readiness teacher did): visual perception--directionality, ocular motility, visual perception training materials dealing with fingers, hand, body coordination; the properties of objects in space or depth perception; and tridimensionality form foundations for functioning in reading and writing; auditory training exercises--the development of the child's ability to hear similarities and differences in sounds; auditory perception--expressing sounds, repeating rhymes and jingles; auditory memory--reproducing words or numbers, repeating taps, repeating directions, repeating sentences in a group game; auditory discrimination--identifying sounds, imitating sounds, listening for beginning sounds in names and objects, noting similarities and differences in beginning sounds, etc.; and language training--fluency, sentence structure, auditory comprehension, articulation.

Pupil Selection

The first recommendations for the selection of children for the proposed Readiness Class came early in March. The principal had requested from both the kindergarten

teacher and the future Readiness teacher a list of potential pupils for the class and the reason or reasons for the referral. The following list was forwarded to the principal as a list of kindergarten and first-grade pupils whom the two teachers felt would benefit from a Readiness Class training. However, only the names of those pupils preceded by an asterisk were finally enrolled in the Readiness Class; those not marked with an asterisk either moved or entered parochial school.

Kindergarten retained:

Name	Reason for Referral
Lisa	poor retention
*Edward C.	generally immature, poor motor co-ordination
David K.	poor retention, poor motor co-ordination
Edward M.	speech, immature, poor motor control
*Arthur	speech defect, immature, poor motor co-ordination, sporadic retention
Michael	poor eye-hand co-ordination, immature
*David O.	poor eye-hand co-ordination, immature
Joanne	immature, poor motor co-ordination, needs another year to catch up
*Chris	speech, poor motor control, immature, hyperactive

Name	Reason for Referral
*Maria	extremely immature, insecure, slow moving, poor motor co-ordination
Tricia	shy, timid, very quiet, immature
Michele	immature, poor motor co-ordination
*Keith	immature, hyperactive, undersize, easily threatened
Daniel	under psychiatric care, hyperactive, possibly emotionally disabled or learning disabled, poor motor co-ordination
*Alex	immature, no self-confidence, disoriented

Grade 1 (promoted from kindergarten):

David F.	bright but hyperactive
Theresa J.	bright but hyperactive
Dawn M.	bright, timid, insecure, nervous
*Dawn L.	has potential, uneven skill development, from Franklin Institute program
Theresa M.	very poor attendance, immature, undersize
Robert	immature, disoriented, undersize
Paul	immature, poor motor co-ordination
Matthew	has some basic skills, very immature, poor motor co-ordination

Name	Reason for Referral
*Billy H. (moved in May and returned in Sept.)	withdrawn, has readiness needs--auditory, conceptual, and language development deficits

An additional group of children was added (with the Reading teachers' recommendations) to the above list from off-the-street first graders. The Reading teachers had examined these children using their own methods.

Name	Reason for Referral
Tony	auditory discrimination defects
James H.	weaknesses in all readiness areas
Alex	shy, immature, poor verbal responses
Anthony E.	auditory memory and visual discrimination problems
Billy G.	auditory discrimination areas--speech problems
George	very quiet and timid--Reading teacher unable to get him to demonstrate his abilities
Eridan	poor language development, auditory discrimination, and conceptual development
Michele	poor visual discrimination and motor co-ordination
Martha	visual and auditory discrimination defects
Jennifer	poor auditory discrimination

Name	Reason for Referral
Chris	auditory and visual discrimination defects and poor conceptual development
Charles	auditory and visual discrimination defects
Bobby M.	auditory and visual discrimination defects
Katherine	poor perceptual motor, gross motor, and conceptual development

The above children were also given the Metropolitan Readiness Tests and the results confirmed the Reading teachers' diagnoses (see page 64).

Operation

The Readiness Class began in the fall of the 1977-78 school year. Early in September, the Readiness teacher spent an hour or two for the first few days during preparation and lunch periods reviewing her program with the aide. A typical K-1 or Readiness Class schedule is shown in appendix D. However, an actual schedule showing the activities for a day in December follows:

A Readiness Class Day in December

8:45	Admit class from the yard
9:00	Prep time--Music
9:45	Class Meeting
10:00	Milk and cookies
10:15	Recess

10:30	Reading 1. Upper case L and lower case l, review words and blendings in the letterbook pp. 7, 8 2. Listen and Learn Booklet
11:30	Individual prescription
12:00	Lunch
12:45	Homework in book
1:00	Story
1:30	Math--number ladders
2:00	Recess
2:15	Ornament making, tree trimming (working with hands)
2:45	Clean up
3:00	Dismissal

In addition on each of the teacher's weekly lesson plan sheets were listed such reminders as special conferences with parents, the need for a new seating arrangement, the necessity for securing a psychological evaluation for one of the pupils, and talking to the prep teachers about the special needs of various pupils in the class (see appendix E).

Teacher's Aide Schedule

Each day some exercise or form of remediation was pursued by either the teacher or the aide following the teacher's directions. The aide's activities for the day's

work were scheduled by the teacher on a special slip (see appendix F). On some days the teacher might have had the aide involving children in doing form perception activities--detecting the differences among a series of drawings of common objects, geometric forms, and letters and words; on other days the aide might have the children doing auditory training activities such as playing with rhymes and jingles, listening to the sound of animals and listening to man-made sounds, repeating tapping patterns, listening for similar sounds in the beginning, middle, or end of words, pronouncing children's names and the names of common objects letter by letter and syllable by syllable, etc.

Master Prescription List

In pursuing this work a master prescription list (see appendix G) designed by Mrs. L. Noll, the Readiness teacher, and materials used to implement each prescription were maintained in a special cabinet purchased early in the term for this purpose. Special compartments in this cabinet held such materials as simple puzzles; upper and lower-case letters; go-together cards; wipe offs for number practice, design copying and alphabet practice; mix n match consonant puzzles, picture word matches; color tags, etc.

At the end of the master prescription list is a list of the pupils in the class and all of the prescriptions dispensed to them during the practicum. Every day during the prescription time each child was given a particular prescription (puzzle, fun box with initial consonants, capital and lower-case match ups, etc.) to fit his needs as determined by the various tests taken (MRT, Santa Clara, Wepman, etc.) and by teacher judgment. The continual use of these prescriptions until the necessary skills were learned represented the most important factor involved in the development of readiness skills.

As part of the prescription process various activity games were also used to develop readiness skills. Some of those games--What to Play, Changing Seats, Match Cats, Mother May I, etc.--are described in appendix A.

Homework Book

Every child also had a homework book in which was copied either by the child or the aide specific work designed for the child to do that evening. The homework usually consisted of the child writing various letters of the alphabet or numbers from one to ten and sometimes both letters and numbers.

Individual Progress Chart

Careful records were also maintained of each child's progress. On these Individual Progress Charts at the end of every month a specific notation was inscribed indicating

what various skills had been learned--such skills as knowing and recognizing shapes and colors of objects, knowing and recognizing numbers from one to ten, knowing and recognizing capital and small letters and their sounds. Also on this form is recorded whether or not the child knows his or her whole name, can write that name, knows his address, recognizes rhymes, knows left and right, knows phone number, knows birthday, recognizes coins, knows value of coins, and has blending concept (see appendix H).

Individual Pupil Profile

Another record maintained for each child was a K-1 (Readiness Class) Individual Pupil Profile (see appendix I). It listed the tests administered and the results of those tests, and the child's areas of strength and weakness, suggested remediation techniques, comments, and prognosis. For David O., for example, his profile appeared as follows:

I. Tests Administered	Date	Results*
Santa Clara	5/77	See II
Metropolitan	9/77	PR 11%ile
Wepman	11/77	5/20
Level I Math Criterion Test	11/77	17/24
Stanford School Early Achievement Test	2/77	PR 34%ile

*Santa Clara results are in section II; percentile rating for the Metropolitan is the 11th percentile; five out of twenty were incorrect on the Wepman; seventeen out of twenty-four were correct on the Math Criterion Test; and the percentile rating for the Stanford is the 34th percentile.

II. Areas of Strength — Areas of Weakness

Language Development — Auditory discrimination
Visual discrimination
Concept development

III. Suggested Remedial Techniques

Following directions
Sorting, classifying
Listening center
Frostig--patterning

IV. Comments

11/77 Unsure of himself
1/78 Opening up

V. Prognosis

11/77--fair

The Santa Clara Inventory of Developmental Tasks, the Metropolitan Readiness Tests, and the Stanford Early School Achievement Test (given February 1977 in all Philadelphia kindergarten classes) were used only to give an overall picture of the child's abilities. The Wepman is a simple auditory discrimination test--our results show only the number of errors made in 20 oral examples. The Level I Math Criterion Test was used to determine each child's knowledge of mathematics at a first-grade level.

Staggered Admissions

Arrangements were originally made to stagger admissions to the class--a technique which is practiced in all Philadelphia public school kindergarten classes giving the children an opportunity to adjust to classroom conditions

and routines over a period of one to two weeks. Because of a large influx of off-the-street first graders registering for school prior to the beginning of classes, this technique had to be abandoned; however, it will be used in September '78 and each succeeding year that the class is in operation if conditions permit.

Parent Workshops

Only one parent workshop was held--in November--because most of the class mothers had indicated to the teacher early in the term that they would be unable to attend such a meeting during the school day. That one workshop in November was held during the teacher's prep period (approximately 45 minutes) and consisted of the teacher making some practical suggestions showing how parents could help their children at home with numeral recognition, addition, letters and sounds, ways of improving the child's self concept, and weather and season activities.

New Report Card

In place of the regular report card which, in regard to reading, merely specifies the child's reading level, the Readiness teacher requested from the principal permission to send home a report card representing a more detailed account of the child's reading progress (see appendix J). This report card consisted of two

sheets. Sheet one contained marks (0--outstanding, s--satisfactory, N--need for improvement) for some of the following types of academic development: prints one's name; sees likenesses and differences in objects, pictures, and letters; recognizes the letters in the alphabet; identifies the sounds of letters, etc. Sheet two contained the same scale of marks given for the following types of social development: assumes responsibility, cooperates in obeying rules, respects the property of others, etc.

Of course, the reading level and the math level were indicated as well as the name of the child's reading book. Space was also utilized for comments. As on the regular report card, days present, days absent, and times late were also noted and a line was available for a parent's signature. In addition a message was included urging parents to visit the class or to make arrangements for a conference with the teacher to discuss the progress of their children.

Special Projects

Various projects were planned during the school year. For Halloween the children were involved in several kinds of coloring and cut-out activities. A very special Thanksgiving Day breakfast was arranged to simulate the kind of breakfast enjoyed by the original colonists--oatmeal

cereal and toddy was made in the classroom by the teacher and the aide with the principal assisting in serving the children. The children wore special cut-outs that made them appear like colonial children and the teacher and the aide wore colonial dresses. In addition to giving the children a sense of feeling for the original Thanksgiving, the breakfast highlighted a unit on nutrition--one which showed the importance of eating certain foods every day.

During the weeks in December before Christmas, the children were involved in a tree-trimming project and the teacher and the aide presented each child with some small gift.

Parents' Letter

Because of the failure in getting enough parents to attend monthly parent workshops, a special letter was developed which was sent home twice in the fall describing some of the activities taking place in the classroom (see appendix K). This kind of communication was needed so that parents would know what was happening in the class. Otherwise, parents might have become anxious about various activities and programs and what might have appeared to them as extreme digressions or possibly irrelevant activities.

Letterbooks*

A series of letterbooks Beginning to Read, Write and Listen was utilized in the classroom in developing an

*Beginning to Read, Write and Listen, Boston Educational Research Company, Inc., 1974, Pleasant L. Rowland.

understanding and knowledge of shapes, letters, phonemes syllables, words, rhymes, and sentences. On a more difficult scale, the various letterbooks attempt to teach the use of the word and; three kinds of punctuation--the period, the question mark, and the apostrophe; the concept of shapes; the concept of singular and plural, etc.

Child-Centered Approach

Each child in the Readiness Program was accepted as a unique individual important to himself or herself, to parents, peers, and teachers (including prep teachers and the aide). To develop this feeling of importance a special program, Room to Grow, was integrated into the class's activities. It attempts to teach children the concepts involved in understanding self-identity, family roles, and the school environment. A copy of the cover, preface, and introductory pages for Section I--Who Am I, Section II--My Family, and Section III--My World in School in Room to Grow (kindergarten and first grade) can be found in appendix M.

Supervision

A Monitoring Function

From the very beginning of the practicum in the spring

of 1977, the principal served as the chief supervisor of the project. This supervisory function was essentially a monitoring one consisting primarily of a series of meetings held between the principal and the Readiness teacher during the lifetime of the practicum. At each of these meetings oral reports were made by the teachers to the principal.

Principal--Readiness Teacher Meetings

At least one meeting was held each month usually informally in the teacher's room. The first meetings held in the spring of '77 were mostly of a preparatory nature, but they were also designed by the principal to keep all plans on course. At these initial meetings an official proposal for the Readiness Class was requested from the Readiness teacher. At subsequent meetings the proposal was reviewed not only by the principal but by district supervisory personnel (kindergarten supervisor and the Reading Project Manager) as well. They subsequently agreed to help with the Santa Clara Inventory screening process.

The meetings convened during the practicum were utilized by the principal to monitor the progress of the class and to assist the teacher in coping with any problems. Various forms such as the Individual Pupil Progress Charts were examined and reviewed by the principal. Discussions centered around the progress of individual

pupils and how well the activities of the practicum designed to meet the objects were succeeding. The principal also collected and reviewed the Individual Pupil Profiles once in September and once again in November when additional information under remediation techniques, comments, and prognosis was added.

The oral reports made at the monthly meetings by the teacher revolved around the material included in both the Progress Charts and the Pupil Profiles--occasionally, it concerned some equipment or materials needed.

Observations

On three different occasions the principal did an observation of the teacher and the class as well as the teacher's aide as part of his official duties. However, during these observations he was primarily familiarizing himself with the work each child was doing and attempting to check the progress of the children as they were developing their readiness skills.

Concerns

The primary concerns of the principal in the supervisory process were that the practicum was on target and that the teacher was adequately equipped and supplied to do the job. Both the monthly meetings and the on-the-spot observations attested to the fact that the practicum was

on target and the teacher had sufficient materials to complete the job.

CHAPTER VI

EVALUATION

In order to determine the effectiveness of the Readiness Class in developing the necessary skills for coping with readiness skills, the following objective was established as the major one for this practicum:

> Seventy percent of the Readiness Class pupils who scored low in the Level II Metropolitan Readiness Tests in September 1977 will score average or above on the same tests in January of 1978.

Evaluation of Objective 1

Table 5 presents the class record of each of the children who took the Metropolitan Readiness Tests at the beginning of the term. Each of the major areas are shown--the auditory area, the visual area, the language area, pre-reading skills composite, and the quantitative area, and included is each child's sex and each child's age in years and months. Every raw score is translated into a stanine score for each of the areas of the test.

Table 6 shows the class analysis chart which divides

the stanines into three separate levels--low, average, and high. The first section of the Metropolitan Readiness Tests--the auditory area--showed that out of 20 pupils only five, or 20 percent, were able to score in the average level while 15 pupils, or 80 percent, of the class was in the low level. In the visual area seven pupils were able to score in the average level, or 35 percent, of the class while 13 pupils, or 65 percent, of the class scored in the low level. In the language area 10 pupils, or 50 percent, scored in the average level while 50 percent scored in the low level. The poorest scoring was done in the prereading skills composite area which showed that only four pupils, or 20 percent, had scored in the average level whereas 16 pupils, or 80 percent, had scored on the low level. In the quantitative area nine pupils had scored on the average level, or 45 percent, while 11 pupils, or 55 percent, had scored on the low level.

Table 7 shows the class record of the children who took the Metropolitan Readiness Tests at the end of the practicum and each of the tests' major areas--the auditory area, the visual area, the language area, the prereading skills composite, and the quantitative area. Raw scores are given and translated into stanine scores.

Table 8 depicts the levels in the order of low, average, and high attained by the pupils in the class at the end of

the practicum. In the auditory area only three pupils, or 19 percent, in the class of 16--(three pupils had become ill and one had moved and the pupil population for testing purposes had decreased from 20 pupils to 16 pupils)--had scored on the low level. Thirteen pupils, or 81 percent, scored average or above. In the visual area the same number of pupils scored on the low level (three, or 19 percent) and, of course, 13, or 81 percent, scored on the average or above level. In the language area only one pupil scored on the low level, or 6 percent, and 15 pupils, or 94 percent, scored on the average or above level. In the pre-reading skills composite area two pupils, or 12 1/2 percent, scored on the low level while 14, or 87 1/2 percent, scored on the average or above levels. In the quantitative area only one pupil, or 6 percent, scored on the low level whereas 15 pupils, or 94 percent, were able to achieve the average or high levels.

Objective 1 of the practicum stated that 70 percent of the class or more who scored low on the Metropolitan Readiness Tests in September would score average or above by the end of the practicum in January. Table 9 shows the number of pupils scoring low in each of the areas of the tests in September 1977; the number of those same pupils who scored average or above in each area, and the percent of those same pupils who improved from low to either average or high in each of the areas in February 1978.

TABLE 9

NUMBERS OF PUPILS IN THE READINESS CLASS SCORING LOW ON THE MR TESTS IN SEPT. 1977, NUMBER OF THE SAME PUPILS SCORING AVERAGE OR ABOVE ON THE FEB. 1978 MR TESTS AND THE PERCENT OF THE SAME PUPILS WHO IMPROVED BY ONE LEVEL OR MORE

	No. of Pupils Scoring Low in Sept. 1977	No. of Same Pupils Scoring Average or Above in Feb. 1978	Percent of Same Pupils Who Improved by One or More Levels
Auditory Area	12	9	75
Visual Area	11	8	80
Language Area	7	7	100
Prereading Skills	11	9	82
Quantitative	9	8	89

NOTE: The following pupils did not take the final MRT: George, Tony, Toby, Michael, and Martha; they were not involved in any computations.

Table 9 also shows that in every one of the areas of the Metropolitan Readiness Tests the sought after improvement of 70 percent was attained. In the auditory area nine of the 12 pupils who scored low in the first MRT improved their scores to average or above for a 75 percent improvement. Eight out of 11 pupils, or 80 percent, rose at least one level in the visual area. In the language area seven out of seven, or 100 percent, improved at least one level. Nine out of 11, or 82 percent, rose one level or more in the prereading skills area. And in the quantitative area eight out of nine pupils, or 85 percent, improved at least one level. Objective 1 was attained and therefore the practicum was essentially a success.

Evaluation of Objective 2

Objective 2 stated that the Readiness Class will become a component part of the Adaire School organization each year. Plans have been made to continue the class this coming school year 1978-79. However, the threat of a long, bitter strike appears certain as the Teachers' Contract with the Board of Education ends on August 30, 1978, and the Board and the union appear to be at loggerheads, which means that our chances of getting the Readiness Class included in our organization chart is remote as the Board is doing everything possible to save money. It has, nevertheless, been requested and will be requested each succeeding year.

Evaluation of Objective 3

Table 10 shows how Objective 3 was met by depicting the numbers and percentage of Readiness Class children who knew by the end of the practicum 10 or more letters of the alphabet, their birthdates, and their phone numbers which were obtained from the pupils' individual progress charts. Objective 3 called for at least 50 percent of the class to know 10 letters or more of the alphabet, 70 percent or more to know their birthdates, and 70 percent or more to know their phone numbers. Each of these percentages was attained.

Evaluation of Process Objectives--4 Through 7

Objective 4 required that at least 25 percent of the class will be able to recognize and know the value of simple coins. Five out of the 19 members of the class demonstrated this ability and represent 26 percent of the class thus meeting the objective. This information was maintained and recorded on the pupils' individual progress charts.

Objective 5 called for 50 percent of the Readiness Class to recognize nine colors and the numbers from one to ten by the end of the practicum. Individual progress charts showed that 68 percent of the class was able to recognize the colors and the same percent (68) knew at least numbers one to ten.

TABLE 10

THE NUMBER OF PUPILS IN THE READINESS CLASS, THE NUMBER AND PERCENTAGE KNOWING 10 LETTERS OR MORE, KNOWING THEIR BIRTHDATES, AND KNOWING THEIR PHONE NUMBERS BY THE END OF THE PRACTICUM

No. of Pupils in Readiness Class	No. of Pupils Knowing 10 Letters or More of the Alphabet	Percentage	Objective Met
19	11	58	Yes
	No. of Pupils Knowing Their Birthdates		
19	14	73	Yes
	No. of Pupils Knowing Their Phone Numbers		
19	14	73	Yes

Objective 6 stated that at least 20 percent of the class would be able to recognize circles, squares, triangles, rectangles, and ovals by the end of the practicum. The individual progress charts showed that five members, or 26 percent, of the class were able to recognize these simple shapes by that time.

The final objective of the practicum was to have four pupils--Edward C., Arthur, Bobby M., and Katherine improve their motor coordination development through the use of games and exercises in the classroom. The following results were obtained by each of these pupils:

Edward C.--ring toss, improved coordination as noted by the teacher and aide in January

Arthur--balance beam, able to walk beam (4 ft.) in January without falling off, noted by teacher

Bobby M.--ring toss, improved coordination as noted by teacher's aide in January

Katherine--balance beam, able to walk short beam (4 ft.) without falling off as noted by the teacher in January

The data used to show the attainment of Objectives 3 through 6 were obtained from individual pupil progress charts (see appendix H) at the end of the practicum.

In every respect, then, the objectives of the practicum were successfully realized and thus the practicum was

successfully completed. Pupils lacking in readiness skills but able to do the work learned the necessary readiness skills and continued on to learn how to read.

At the end of the school year, five months after the end of the practicum, the following pupils were sent to second grade having mastered their readiness skills and the first-grade curriculum: Keith, Edward, Alex, Billy H., David O., Eridan, Jim S., Arthur, Jennifer, Dawn, Katherine. To the first grade were sent the remainder of the pupils who had learned their readiness skills but needed a full year of first-grade work.

CHAPTER VII

SIGNIFICANCE OF THE PRACTICUM AND FURTHER APPLICATIONS

The practicum clearly demonstrated that for children lacking any of the following readiness skills: motor coordination, visual discrimination, visual motor perception, visual perception, visual memory, auditory discrimination, auditory perception, auditory memory, language development, concept development, directionality, and color identification--a Readiness Class designed to develop these kinds of skills and a Readiness Class teacher trained to teach these skills can make a great difference in developing readiness for beginning reading.

There is no doubt that the children selected for this Readiness Class were able to develop their readiness skills, and what is significant is that 11 of the final 19 children not only learned their readiness skills but were able to successfully complete their first-grade work and move on to the second grade at the end of the school year.

The Readiness Class exemplified in this practicum is an imperative for our school system as well as our school. Kindergarten children and off-the-street first graders must

be screened to determine their ability to handle readiness skills and those children demonstrating a lack of such skills should be afforded the opportunity to develop them with a sympathetic and well-trained teacher and a readiness program in a separate classroom geared to their needs.

A Readiness Class should become a part of every school's organization where the need for readiness activities is demonstrated. Unfortunately, central administrative approval is necessary before such a class can be included in any elementary school organization in the Philadelphia School System. Approval has been sought for the coming school year--approval that will permit the Adaire School to continue this class for the 1978-79 school year.

The results of this practicum will be shared with the new Associate Superintendent in charge at Field Operations who--once the budget crunch is eased--hopefully will grant us permission to continue the Readiness Class and subsequently grant the same permission to other schools in the system desiring this kind of class. We shall also share these results with other schools--not only in our district but throughout the school system.

APPENDIX A

MOTOR ACTIVITY GAMES*

Pet Store

One fairly large Pet Store is marked off at one end of the activity area and a Home at the other end. At the side is a Cage. In the center of the playing area stands the Pet Store Owner. All the children stand in the Pet Store and are given a picture of one kind of pet (for example, fish, bird, dog). There should be about two or three pictures of each kind of pet. The Store Owner calls "Fish" (or any of the other pets in the game). The children who have pictures of fish must try to run from the Pet Store to their new Home without being caught or tagged by the Owner. If they are caught, they must go to the Cage and wait for the next call. The game continues until all the Pets have tried to get to their new home. Kinds of Pets can be changed frequently.

What to Play

The children may stand beside their desks. One of the

*Illustrated in Teaching Reading Through Motor Learning by Dorothy D. Sullivan and James H. Humphrey, Charles C. Thomas, Publisher, Springfield, Illinois, 1973.

children is selected to be the leader. While the child is coming to the front of the room to lead, the rest of the class begins to sing:

Mary tell us what to play,
What to play, what to play,
Mary tell us what to play,
Tell us what to play.

(The song is sung to the tune of Mary Had a Little Lamb.) The leader then says, "Let's play we're fishes," or "Let's wash dishes," or "Let's hold a doll." She then performs some action that the other children have to imitate. On a signal the children stop and a new leader is selected.

Changing Seats

Enough chairs for each child in the group are placed side by side in about four or five rows. The children sit alert, ready to move either way. The teacher calls, "Change right!" and each child moves into a seat to his right. When the teacher calls "Change left!" each child moves left. The child at the end of the row who does not have a seat to move to must run to the other end of his row to sit in the vacant seat there. The teacher can bring excitement to the game by the quickness of commands or unexpectedness by calling the same direction several times in succession. After each command the first row of children who all find seats may score a point for that row.

Man from Mars

One child is selected to be the Man from Mars and stands in the center of the activity area. The other children stand behind a designated line at one end of the play area. The game begins when the children call out, "Man from Mars, can we chase him through the stars?" The teacher answers, "Yes, if your name begins with the same beginning sound as duck or whatever word is called, chase the Man from Mars until he is caught." The child who tags him becomes the new Man from Mars, and the game continues.

Match Cats

The teacher makes duplicate sets of cards with pictures or designs on them with as many cards as there are children. The children sit on the floor. The cards are passed out randomly. On a signal or music playing, the children move around the play area with a specified locomotor movement such as hopping or skipping. When the music stops or a signal is given, each child finds the person with his duplicate card, joins one hand, and they sit on the floor together. The last couple down becomes the Match Cats for that turn. The children then get up and exchange cards. The game continues in the same manner with different locomotor movements used.

Mother May I

The children stand on a line at the back of the activity area. The teacher has cards showing object pairs, similar and different. The teacher holds up one pair of cards. If the paired objects or symbols are the same, the children may take one giant step forward. Any child who moves when he sees an unpaired set of cards must return to the starting line. The object of the game is to reach the finish line on the opposite side of the playing area.

Match Cards

Each child in the group is given a different colored card. Several children are given duplicate cards. There are two chairs placed in the center of the activity area. On a signal the children may walk, skip, hop, etc., to the music around the play area. When the music stops the teacher holds up a card. Those children whose cards match the teacher's card run to sit in the chairs. Anyone who got a seat scores a point. The play resumes. Cards should be exchanged frequently among the children.

Letter Spot

Pieces of paper with lower-case letters are placed in various spots around the floor or play area. There should be several pieces of paper with the same letters. The teacher has a number of large posters with the same letters.

The teacher has a number of large posters with the same but capital letters. (The overhead projector may be used to present letters in many letter styles, sizes, and colors.) A poster is shown to the class. The children must identify the letter by name and then run to that letter on the floor. Any child who has less than five points at the end of the period is considered a winner.

Catch and Call

The children stand in a circle. The teacher stands in the center of the circle with a rubber ball. Each child reads his letter before the game is started. The teacher calls out a letter and throws the ball into the air. The child who has that letter tries to catch the ball after it bounces. The teacher can provide for individual differences of children. For the slower child the teacher can call the letter and then momentarily hold the ball before throwing it in the air.

APPENDIX B

K-1 READINESS CLASS PROPOSAL

Target Population: Students referred from kindergarten, present first-year students being retained, appropriate new admits (transfers or off-the-street) in September

Goals and Objectives: To provide a total readiness program for beginning students through . . .

--an integrated curriculum
--diagnostic/prescriptive methods
--small group instruction according to developmental level
--success oriented experiences
--an approach which emphasizes a positive self-concept

Measurements of Achievement: pre and post testing to be determined (by D.O.?); monthly skills checklist, diagnostic surveys

Materials:
--Lippincott Readiness Program (Shape Books, Beginning to Read, Write and Listen)
--Criterion Reference Test
--manipulative equipment, devices
--multi-media kits

--Room to Grow (K-1) guide
--Math levels 1, 2 materials

Cost:
for materials--None!
possible allotment for classroom aide--?

Comments and Concerns:
--Could students be promoted mid-year if evaluated?

--May children registered as kindergarten stay for a full day?

--Could this be considered an alternative reading program?

--Could this class be exempt from C.A.T.'s? (or take kindergarten level of test)

--I suggest monthly parent workshops, periodic conferences, a progress report from other than regular primary report card.

Linda Noll
March, 1977

APPENDIX D

THE K-1 DAY

Class Meeting

Oral language activities

Grouping

- reading, math
- seatwork
- individual prescriptions

Songs and finger plays

Storytelling

Special projects

Class meeting

APPENDIX F

Aide Schedule

Date

Dear Mrs.

Please do these things today:

Thanks so much

APPENDIX G

MASTER PRESCRIPTION 1977-78

1. lids and jars
2. numerals/set basket
3. black designs
4. capital, lower-case match up
5. rubber numerals/set
6. numerals 1-10/set
7. simple puzzle
8.
9.
10. identifying upper-case, lower-case letters
11.
12.
13.
14.
15. go together cards
16. wipe offs--number practice
17. wipe offs--design copying
18.
19.
20.

21. wipe offs--how many
22. link letters (reading words)
23.
24.
25. alphabet practice wipe offs
26. number rec 11-30
27.
28.
29.
30. mix n match consonants puzzles
31. picture tag (sad, lad, ill, dolls, glass, glad, dog, salad, cat)
32. picture/word match (8 wds.--ill, dad, glass, doll, lad log, etc.)
33. parquetry (truck)
34. sorting box
35. perceptual motor "house"
36. simple puzzle
37. fun box--animal spelling
38. " " " "
39. fun box--initial con
40. capital, lower-case match up
41. association pictures
42. initial, final (g)
43. (a) (o) (g) (s) dis
44. fun box--init con (1/2 alphabet)

45.

46.

47.

48.

49. color tag

50.

51.

52.

53.

54.

55.

56.

57.

58.

59.

60.

61. init con puzzles

62. things that belong together

63.

64.

65.

66. number dog

67. wooden numeral/set puzzles

68. sequence story cards

69.

70.

71. vis per task cards

72. rhyming objects

73. opposite objects cards

74. numerals/sets/number word

75. sort n sound word puzzles

PRESCRIPTIONS DISPENSED

Keith	39, 61, 7, 73, 4, 43, 68, 75, 74, 32, 36, 17, 41, 33
Edward C.	1, 7, 39, 25, 35, 40, 62, 3, 21, 16, 11, 4, 43, 41, 61, 22, 66, 32
George	66, 1, 21, 35, 40, 17, 3
Tony	36, 7, 253, 73, 66, 40, 62, 15, 5, 10, 35, 21, 34
Billy G.	21, 36, 3, 39, 62, 7, 40, 73, 41, 34, 17, 10, 16, 5, 15, 1, 68
Alex	39, 62, 75, 41, 74, 68, 22, 3, 40, 4, 34, 32, 15, 49, 73, 72
Billy H.	61, 35, 66, 39, 74, 3, 75, 73, 41, 68, 37, 43, 15, 32, 33, 30
James H.	6, 71, 5, 17, 21, 66, 16, 3, 73, 40, 7, 21, 15
Michael	36, 73, 39, 62, 61, 63, 10, 4
Bobby M.	25, 4, 35, 36, 73, 7, 10, 74, 40, 75, 3, 34, 6, 66, 17, 42
David O.	62, 61, 21, 3, 36, 34, 1, 40, 61, 68, 75, 74, 43, 67, 4, 39, 17, 32, 22
Charles	73, 39, 36, 66, 74, 21, 10, 34, 41, 62, 5, 33, 68, 40
Eridan	3, 73, 74, 8, 41, 39, 63, 42, 43, 75, 26, 37, 35, 49, 68, 25, 17, 61, 22
James S.	39, 74, 61, 39, 62, 41, 43, 3, 75, 36, 37, 1 10, 6, 38, 17, 67, 62, 68, 73
James MS.	7, 34, 25, 44, 5, 71, 16, 26, 1
Arthur	6, 3, 73, 62, 7, 40, 68, 75, 17, 74, 43, 4, 1, 22, 15, 37, 34, 49, 32, 31
Chris	4, 40, 62, 1, 61, 7, 17, 66, 74, 35, 61, 4, 73, 42, 71, 32, 5, 37, 67, 41

Jennifer	40, 39, 74, 73, 26, 42, 43, 62, 68, 75, 10, 37, 32, 3, 31, 37
Catherine C.	6, 39, 21, 37, 73, 42, 15, 68, 61, 44, 74, 62
Martha	25, 66, 39, 73, 61, 40, 74, 34, 10, 7, 21, 3, 41, 17, 35, 68, 62, 49
Dawn	74, 39, 61, 25, 74, 42, 68, 4, 22, 41, 73, 17, 32, 43, 15, 38, 44, 68, 30
Maria	67, 21, 35, 1, 36, 3, 41, 34, 74, 10, 62, 25, 40, 33, 15, 66
Katherine	7, 1, 61, 40, 36, 17, 66, 5, 6, 33, 38, 35, 43, 21, 49, 25

APPENDIX I

K-1 Individual Pupil Profile

Name of Pupil _____ Date of birth _____

I. Tests Administered Results

II. Areas of Strength Areas of Weakness

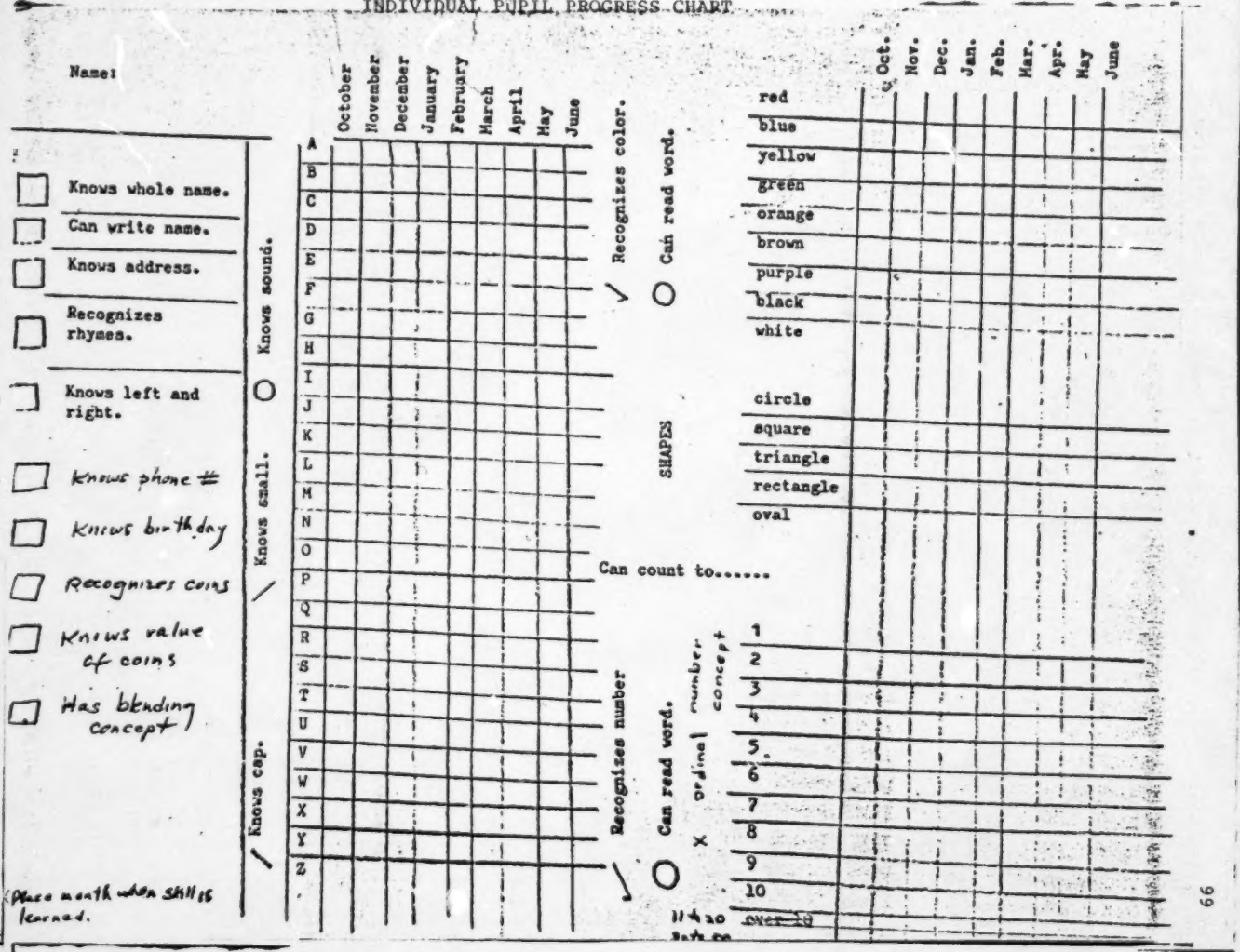
III. Suggested Remediation Techniques

IV. Comments

V. Prognosis

APPENDIX H

INDIVIDUAL PUPIL PROGRESS CHART



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